

**SHREWSBURY PUBLIC SCHOOLS**

**SCHOOL IMPROVEMENT PLAN**

**SHREWSBURY HIGH SCHOOL**

**SPRING 2004**

**DISTRICT MISSION STATEMENT**

*The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21<sup>st</sup> century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.*

**SHREWSBURY HIGH SCHOOL MISSION STATEMENT**

*The Shrewsbury High School community provides challenging, diverse learning opportunities, promotes creativity and independent thinking, and empowers students to become capable, caring and active contributors to the world in which they live.*

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**Part I          SIGNATURE PAGE**

Name	Signature
Co-Chair: Dan Gutekanst (Principal)	
Co-Chair: Dennis Leary (Parent)	
Nick DiPilato (Teacher)	
Tim Harrington (Student)	
Gary Klauminzer (Teacher)	
Jo-Ann McCarthy (Parent)	
Haiwen Lu (Student)	
Dave Nugent (Teacher)	
Joe Ryan (Student)	
Joe Schneider (Community Rep.)	
Jill Speicher (Parent)	
Marianne Tompkins (Community Rep.)	
Arnie Wensky (Community Rep.)	

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Anthony J. Bent, Ed. D., Superintendent of Schools

Date

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**Part II      DEMOGRAPHICS**  
**Enrollment and Class-size Information**

Total Number of Students		
Total Number of Classrooms		
Grade/Description	Number of sections	Average Class Size
Half Day Kindergarten		
Full Day Kindergarten		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Foreign Language		
Allied Arts		
Health		
Physical Education		
All Classes 9-12		
Core Classes 9-12		
Electives 9-12		
Grade 9	355	
Grade 10	343	
Grade 11	324	
Grade 12	285	

Data are based on the October 1, 2003 student demographic report, which are submitted to the Massachusetts Department of Education.

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**Student Information**

	Percentage	
	2003-04	2002-03
Native American	.07	.3
Black (Non-Hispanic)	2.7	2.2
Asian	9.5	7.9
Hispanic	1.7	1.9
White	86	87.6
Title I	N/A	N/A
Special Education	15	15.4
Free and Reduced Lunch	5.2	3.1
Limited English Proficient	.8	5.6

**Faculty and Staff Information**

	Number	FTE
Administrators	4	4.0
Classroom Teachers	117	93.2
Department Directors	11	6.6
Instructional Support	3	3.0
Instructional Aides	13	13.0
Secretaries	7	7.0

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**Part III                      SCHOOL HIGHLIGHTS**

The Shrewsbury High School community enjoyed a successful and productive year in the second year at the new high school facility. While the accompanying School Improvement Plan details specific goals and activities completed, there were also several highlights and accomplishments that the School Council wishes to share with the community.

- **NEASC Accreditation**

In the fall the Commission on Public Secondary Schools of the New England Association of Schools and Colleges (NEASC) voted to continue the high school's accreditation for another ten-year period. This important endorsement from the nation's oldest school accrediting agency capped a multi-year effort to assess the high school's programs against the rigorous standards of the NEASC. The Commission acknowledged the strong work of the staff and community to strengthen teaching and learning at Shrewsbury High School in several commended areas, including curriculum, instruction, assessment, leadership, and community support. A follow up report based on the recommendations of the NEASC Visiting Team will be sent to the Commission in October 2005.

- **Service Learning**

Shrewsbury High School students continue to immerse themselves in the local community to learn and to serve. For example, one of our biology teachers, Barbara O'Connor, and one of her colleagues in the foreign language department, Spanish teacher Jayne d'Ortiz collaborated on a project with a Cuban relief agency that provided medicine to needy Cuban children. The biology students learned about the medical and health issues of these hospitalized children and the Spanish students corresponded with their families. All of the students collected medicine and medical supplies to send to the children and their families in Cuba. Additionally, seniors in By The People participated in various service opportunities as they learned about their role in a civic society. The community has become an extension of the Shrewsbury High School classroom as students and teacher identify needs in the community and, when possible, use the curriculum to serve and learn.

- **Co-Curricular Activities**

Co-curricular activities also flourished as new clubs formed to enhance the student experience at SHS, including the Bibliophiles Club, Model UN, Chinese Culture Club, iArt Club, and Latin Club. The emerging French National Honor Society received recognition from the national organization and will officially recruit members next year. Additionally, several clubs and student organizations celebrated student diversity through performances and events. The Asian Club sponsored an Asian Celebration Program; the Black History Club held another successful all-school assembly; and the newly formed Muslim Cultural Club began meeting each week with a dozen students as members.

Our athletic program enjoyed several successes this past year: The ski team was runner up in the state championship for a second year; and boys' basketball capped a successful season as champions of the Mid Wach League for the first time in 23 years; the crew team again won the Massachusetts Public Schools Regatta; the gymnastics team qualified for states; and the girls lacrosse team (at this writing) are co-champs in Central Massachusetts.

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Individual successes included Kurt Gustafson winning the state's winter track Pentathlon; Kira Cowan smashed the school's all around gymnastics record; and Tony Pawlik scored his 1,000<sup>th</sup> basketball point, later breaking the school record.

- **Scholarship Dinner** The annual scholarship dinner this year honored three beloved members of the school community: Danielle Simas ('00), Greg Lusignan ('03), and teacher Robert Cormier. The dinner, organized by teacher Rick Marchand and his crew of over 50 SHS students, raised \$15,000.00 for scholarships for our students.

- **Substance Abuse Education**

The high school administration, health teachers, Shrewsbury Police, School Resource Officer Ron Benoit, Athletic Boosters, and Students Against Destructive Decisions (SADD) worked on several initiatives focused on helping students make safe and sober decisions. Parent and student workshops, television broadcasts, newsletter articles, and student performances and assemblies provided information to members of the school community, especially students, about the use and abuse of drugs and alcohol.

- **Student Achievement**

Shrewsbury High School Students continue to distinguish themselves locally and throughout the Commonwealth in a variety of academic areas:

National Merit Scholars

Many seniors were honored for their achievements in the 2004 National Merit Scholarship Competition as a result of their performance on the 2002 Preliminary SAT/National merit Scholarship Qualifying Test. Katherine Comeau, Kristen Koch, Yinyan Li, Yang Long, Stefanie Millette, Jessica Sullivan, Christine Whitaker, and Andrienne Zillmann have been named Commended Students. Kira Cowan was recognized as an Outstanding Participant in the National Achievement Program. After being selected as Semifinalists for the program, Yufei Liu and Haiwen Lu completed the application for the next level of competition. Yufei was named a Finalist in the program, while Haiwen was chosen as a Scholar and recipient of a National Merit Scholarship.

MCAS

MCAS performance continues to be among the highest in the state. Shrewsbury High School teachers and administrators are committed to integrating the curriculum frameworks into regular classroom practice and ensuring that all students, including students "in the middle," are provided with the skills and knowledge they need to be successful on the MCAS. In 2003, 92.7 percent of all tenth graders scored at the proficient level or above on the English/Language Arts test; 83.3 scored at least at the proficient level in the math test. We are especially pleased that more and more students continue to score at the advanced level in both assessments.

Advanced Placement

Enrollment continues to climb in over 14 AP courses. Testing data from the spring of 2003 show that 130 students took 223 AP tests with at least 85 percent passing with a score of 3. Seventy percent scored a 4 or a 5, the highest scores possible.

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**Part IV School Improvement Plan Goals' Summary for 2004-2005**

1. Curriculum, Instruction and Assessment
  - A. Review the NEASC Self-Study report and address recommendations
  - B. Promote diverse and challenging learning opportunities for each student
  - C. Assess students according to the stated expectations for student learning
2. Professional Development
  - A. Provide professional development opportunities to stimulate improved instructional practices
  - B. Strengthen the guidance program and services to students
  - C. Promote student work and learning within the school and classroom
3. Respectful Community
  - A. Personalize the high school experience for each high school student
  - B. Promote service learning within the community
  - C. Ensure at risk student learning needs are addressed
4. School Space
  - A. Optimize school space



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**Part IV      REVIEW OF CURRENT YEAR (2003-2004)**

**1.      Curriculum, Instruction and Assessment**

<b><i>Goal Statement A: Promote the distribution and review of the NEASC self-study report and recommendations</i></b>
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<b>Action Step</b> Distribute copies of the final report to school and community constituents; review NEASC Visiting Team recommendations; and make appropriate plans for implementation.
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<b>Evaluation/Status</b> The NEASC's Commission on Public Secondary Schools voted in the fall of 2003 to give Shrewsbury High School its full accreditation. The NEASC Report has been made available to the School Committee, Public Library, central office, Shrewsbury High School Leadership Team, Faculty, and School Council. Additionally, the report is available online at the high school's website.
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The faculty has had the opportunity to review the report and comment on the recommendations and commendations. Faculty members have already begun the work of addressing the recommendations in anticipation of a follow-up report to the NEASC due in October 2005.
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**IV REVIEW OF CURRENT YEAR (2003-2004)**

**Curriculum, Instruction and Assessment (continued)**

<b><i>Goal Statement B: Promote diverse and challenging learning opportunities for all students</i></b>
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<p><b>Action Step</b> Convene a study group to consider the purpose, direction, and focus of the senior year experience at SHS.</p>
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<p><b>Evaluation/Status</b> A diverse team of teachers, parents, students, and community members formed and began meeting in June 2003. The initial review included an overview of <i>"What is inside the 'Senior Box'"</i> to provide team members with an understanding of the current curriculum and activities of students during the last year of high school. The study group also researched current trends and information about the senior year experience in local and national high schools.</p>
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<p>Team members visited several high schools that have initiated programs targeted at students in their senior year. The schools visited included Groton-Dunstable Regional, Masconomet Regional, Doherty (Worcester) and Westborough High Schools.</p>
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<p>Study group members considering two options for internship programs for up to 30 students that would be implemented as pilot programs during the 2004 – 2005 school year. During May 2004, these options will be presented to several focus groups consisting of parents, teachers and students in order to gather their feedback.</p>
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**IV REVIEW OF CURRENT YEAR (2003-2004)**

**Curriculum, Instruction and Assessment (continued)**

**Goal Statement B: Promote diverse and challenging learning opportunities for all students**

**Action Step** Expand and enhance the pilot *Senior Exhibition* Program.

**Evaluation/Status** Senior Exhibition is finishing the year with 10 of the original 16 students. We have learned a great deal about the process and the role of the advisor in keeping the student responsible. Individual study, self-directed, is difficult. The student who enrolls must be passionate about his subject in order to sustain his initial momentum. Over 20 students have signed up for next year. These students will be assigned a faculty mentor who will work more closely with each student on a regular basis to ensure the student has the support and guidance necessary to complete a successful exhibition.

<b>Student Name</b>	<b>Exhibition</b>	<b>Student Name</b>	<b>Exhibition</b>
Brendan Ahern	Irish Cuisine	Mike McManus	Holocaust
Mariah Augustino	Senior Year	Katie Moring	Elementary Education
Laurie Fazzouli	Photography	Alex Rinkus	Computer Education
Kayla Ferguson	Design	Jessica Sullivan	Storybook/ philosophers
Evan Langley	Music	Christine Whitaker	Dance

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**IV REVIEW OF CURRENT YEAR (2003-2004)**

**Curriculum, Instruction and Assessment (continued)**

<b>Goal Statement C: Ensure the schedule promotes optimal learning for all students</b>
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<b>Action Step</b> Review current pilot trimester schedule and implement a new schedule.
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<b>Evaluation/Status</b> A committee representing each academic department began meeting in June 2003 to discuss scheduling options and possibilities. The committee studied the current trimester plan; surveyed faculty and students about its implementation; and researched other local and national scheduling models. Ultimately, the committee determined that the trimester plan does not allow the kind of in depth study and scheduling options that enable diverse student learning and opportunities.
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The committee suggested the implementation of a unique “4 Day/2 Day” model that will allow many semester and a few yearlong courses to meet four days during the seven-day cycle. On the other two days, students will attend physical education or a seminar-type class (e.g., photography, sports nutrition). Teachers of four-day courses will be available for extra help or to teach seminar classes and participate as mentors in the Senior Exhibition program or in independent studies.
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The Shrewsbury High School Leadership Team will monitor the new schedule to determine its success and help with its implementation.
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<b>Action Step</b> Convene a study group to research and review the high school’s start time to determine if a later start time will positively affect student learning and achievement.
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<b>Evaluation/Status</b> A K-12 Study group met over the last year to study the possibility of adjusting the high school’s start time. The study group researched trends, studied reports, invited in a guest speaker from Holy Cross College, and conducted a survey of students, staff, and parents. The study group determined that a later start time for high school students would positively impact learning and attendance and recommended a change to the Shrewsbury School Committee. However, the study group also acknowledged that a significant amount of resources would have to be allocated to providing additional bussing services to students. Thus, the School Committee decided that it would defer any change in high school start times until additional resources become available in the future.
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**IV REVIEW OF CURRENT YEAR (2003-2004)**

**2. Professional Development**

<b>Goal Statement A: Provide professional development opportunities to stimulate improved instructional practices</b>
<b>Action Step</b> Provide professional development for teachers in “Writing Across the Curriculum” and the Collins method.
<b>Evaluation/Status</b> <ul style="list-style-type: none"><li>• A group of teachers who had started a 3-credit graduate course in the Collins method completed its work. Training for teachers unfamiliar with the method still needs to be scheduled.</li><li>• NEASC recommendations have been used to review student expectations and rubrics in order to evaluate those products reflecting expectations.</li><li>• The use of a the portfolio as an instrument to reflect how students achieve expectations is being studied. Next year a subgroup of the Assessment Committee will visit schools to learn more about how the portfolio works in various school settings.</li></ul>
<b>Action Step</b> Provide technology training for teachers to enhance the classroom learning experience for all students and promote the use of laptops and instructional technology at faculty meetings and professional development programs.
<b>Evaluation/Status</b> The two full-day training workshops provided by Apple were effective in training teachers on some of the latest applications, such as iMovie and iPhoto. The spring workshop was more effective than the fall workshop, as the two directors of the second workshop (Math and Science/Tech Ed) planned in advance with the Apple trainers. There was a noticeable increase in the use of digital still cameras and digital video cameras following the training. (The departments each had a still camera; each was provided with a video camera following the training.)
In addition to the PD days, several after-school workshops were conducted during the first half of the year to train teachers on various applications. There was an increased number of workshops attended due to the increase in interest and sections offered.

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**IV REVIEW OF CURRENT YEAR (2003-2004)**

**2. Professional Development (continued)**

***Goal Statement A: Provide professional development opportunities to stimulate improved instructional practices***

**Action Step** Refine the Instructional Technology Leaders Program to include trained teachers within each department, and provide student leaders as assistants.

**Evaluation Status** The Instructional Technology Leaders Program was dropped due to numerous conflicts in leader time and inadequate leader training in the technology. No replacement program has been identified. Additionally, no surveys of student technology use have yet been identified or implemented. However, a small but extremely capable cadre of student assistants has been developed to help teachers on an individual basis. This has been very helpful and allowed student leadership to expand.

**Action Step** Refine the Collegial Partners program. Encourage and support interdepartmental learning and collaboration.

**Evaluation/Status** During the 2003-04 school year teachers selected their own Collegial Partner (CP) and met with their CP during scheduled preparation periods, after school, and during faculty meetings. Collegial Partners discussed best practices, student issues and concerns, assessment, and instructional strategies. Additionally, some teachers observed one another and worked together on curriculum projects and lessons. One pair, for example, developed a lesson around early 20<sup>th</sup> century European art for a World Civilization I class. Other pairs collaborated on service learning projects.

In February, teachers were asked to complete a survey indicating their level of satisfaction with the program and to offer ideas for continued improvement. An overwhelming majority believed it was important to connect with a colleague on a formal basis. Most teachers also asked for additional time to connect with their CP so that more ideas and information could be shared. Some suggested allowing Collegial Partners the opportunity to work together on professional development days as well. Teachers indicated that they met at least twice per month with their partner; a few met several times per week. While the concept of high school teachers working together and collaborating is not a new one at SHS, there is strong enough support for the initiative to be strengthened and enhanced, particularly as our staff grows.

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**IV REVIEW OF CURRENT YEAR (2003-2004)**

**2. Professional Development (continued)**

<b><i>Goal Statement B: Promote collaboration and community amongst faculty</i></b>
<b>Action Step</b> Enhance and expand the W.E. C.A.R.E. initiative.
<b>Evaluation/Status</b> Each department held W.E C.A.R.E (Wisdom Empathy Creativity Achievement Respect and Excellence) breakfasts throughout the school year to promote congeniality and collaboration. Departments focused their efforts around a theme. For example, the PE and Health Department invited teachers to partake in healthy snacks and participate in line dancing with students; and the English department hosted an Edgar Allen Poe themed breakfast. Teachers also organized snacks and refreshments before each faculty meeting as a way to relax and catch up with friends before and after a meeting. Teachers and staff also held book discussions after school throughout the year.

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**IV REVIEW OF CURRENT YEAR (2003-2004)**

**3. Respectful Community**

<b>Goal Statement A: Promote a respectful and caring school community that reflects student leadership and initiative</b>
<p><b>Action Step</b> Implement a viable homeroom program for all students to develop skills to support learning; to provide opportunities for students to connect with one another and an adult; and to enhance the sense of spirit and community within the school.</p> <p><b>Evaluation/Status</b> Although the daily homeroom program was not implemented, the homeroom period was extended to three, seven or eight minute periods per seven day cycle in order to increase the amount of contact time students have with an adult in a non-classroom environment.</p> <p>A task force convened and has been charged with making a recommendation for a full homeroom period and guidebook has been established and presently is working on several ideas for next year, including the possibility of creating longer homeroom advisories that will promote more interaction and community between adults and students.</p> <p><b>Action Step</b> Increase involvement in service learning opportunities through each co-curricular activity and every classroom.</p> <p><b>Evaluation/Status</b> Service learning continues to grow at Shrewsbury High School during the second year of the Service Learning class. The class, along with the Service Learning Advisory Board, has been actively promoting community service opportunities to the student body through in-school advertising and promotions at all lunches. They have also had a district-wide impact, having made informative presentations to the teaching staffs at Paton School, Coolidge School and Floral Street School. Students who had participated on the Advisory Board, or those who complied 50 or more hours of service learning were honored at a celebration on May 13<sup>th</sup>.</p> <p><i>Some of the many service learning activities initiated by students and teachers are listed on the following table.</i></p>



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**IV REVIEW OF CURRENT YEAR (2003-2004)**

**4. Respectful Community**

<i>Service Activity</i>	<i>Summary of this Activity</i>
<b>Club MEDical</b>	Club MEDical provided AED devices to several schools
<b>Mentor Volunteer Program</b>	Assist 8th graders in transition to high school by pairing them with a high school mentor
<b>Thanksgiving Picture Books</b>	Created picture books with Floral elementary students about Thanksgiving
<b>Shrewsbury Crossings Volunteers</b>	Spent time with the senior citizens
<b>Vertical Challenge</b>	Raised money for cystic fibrosis by sponsoring participants in hike up Wachusett Mtn.
<b>Special Needs Volunteers</b>	Created decorative Halloween bags and Beach bags for special needs students and families
<b>Matthew 25</b>	Several students helped to refurbish and renovate low-income housing in Worcester
<b>Elementary Tutoring</b>	Students tutored and mentored elementary youth in local schools
<b>JBSG Health Care Products Drive</b>	Collected health care products that were donated to homeless shelter in Worcester
<b>Kids Cafe</b>	Students volunteered to help prepare and serve meals
<b>Thanksgiving Food Baskets</b>	Collected various food items to feed families on Thanksgiving
<b>Spring Street After-School Basketball</b>	Student-organized intramural basketball for elementary students at Spring Street School
<b>Middle School Dance</b>	Middle School Dance run by Service Learning board at high school for scholarship money
<b>Family Fun Day</b>	Student volunteers at family fun day sponsored by Central One Federal Credit Union
<b>Firemen's Calendar</b>	Art students designed and produced a calendar to assist provide funds for fire-fighting efforts locally and nationwide
<b>Mustard Seed</b>	Students assisted serving food at this local food pantry
<b>Rock Stock Benefit Concert</b>	Students organized and performed in a benefit concert for Worcester County Food Bank

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**IV REVIEW OF CURRENT YEAR (2003-2004)**

**3. Respectful Community (continued)**

<b>Goal Statement B: Encourage student responsibility and respect</b>
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<p><b>Action Step</b> Continue to monitor discipline infractions and to decrease the number of discipline issues adversely affecting the school community.</p>
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<p><b>Evaluation/Status</b> There has been a decrease in student referrals for smoking, rude and discourteous behavior, and tardiness to school. However, there has been a significant increase in fighting. Each incident of fighting on campus began off campus in a neighborhood or as a result of “on-line chatter” between two or three students.</p>
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<p>Overall the administration is pleased with the improvement in student behavior over the last several years, but improvement is still needed, especially in the area of fighting. Working cooperatively with the school resource officer, parents, teachers, and students the administration expects to decrease the incidents of fighting and disruptive behavior.</p>
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<p>The administration, faculty, and school resource officer are increasingly concerned with the prevalence and use of alcohol and illegal drugs on and off campus. There have been several instances of students being taken into protective custody and/or arrested off campus for the possession and use of alcohol and illegal drugs. Several school initiatives, including parent, community, and student programs, written communications, and classroom presentations have helped to provide information and stimulate dialogue about this serious school and community concern. The high school administration and police department will continue to work cooperatively to address alcohol and drug use within the high school. However, it is critical that community, religious, parent, school, and government organizations and agencies have an open, candid, and ongoing discussion about adolescent substance abuse.</p>
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<p><i>Please refer to the disciplinary chart on next page.</i></p>
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**IV REVIEW OF CURRENT YEAR (2003-2004)**

**3. Respectful Community (continued)**

**Disciplinary Action taken 1996-97 through 2003-04**

<b>Discipline Issues</b>	<b>Total 03-04</b>	<b>Total 02-03</b>	<b>Total 01 – 02</b>	<b>Total 00 – 01</b>	<b>Total 99 - 00</b>	<b>Total 98 - 99</b>	<b>Total 97 - 98</b>	<b>Total 96 - 97</b>
Total Students	1309	1240	1140	1035	920	920	955	1034
Smoking *	2 (.15%)	9 (.72%)	39 (3.42%)	22 (2.13%)	25 (2.72%)	10 (1.09%)	41 (4.21%)	60 (5.81%)
Fighting *	20 (1.53%)	16 (1.29%)	10 (.88%)	3 (.29%)	12 (1.30%)	7 (.76%)	15 (1.57%)	10 (.97%)
Rude / Discourteous *	5 (.33%)	13 (1.05%)	22 (1.93%)	20 (1.93%)	7 (.76%)	15 (1.63%)	40 (4.19%)	93 (8.99%)
Possession of Illegal Drugs **	1 (.07%)	1 (.08%)	2 (.18%)	6 (.58%)	3 (.33%)	1 (.11%)	4 (.42%)	9 (.87%)
Possession and/or use of Alcohol **	10 (.80%)	0	0	NA	NA	NA	NA	NA
Cutting Class *	130 (9.93%)	119 (9.6%)	92 (8.7%)	71 (6.86%)	115 (12.5%)	142 (15.43%)	146 (15.29%)	243 (23.50%)
Disruptive *	60 (4.58%)	56 (4.52%)	34 (2.98%)	89 (8.60%)	119 (12.9%)	43 (4.67%)	52 (5.45%)	172 (16.63%)
Tardiness to School *	6620 5.1% / student	6438 5.2% / student	6073 5.3% / student	6140 6.0% / student	6243 6.8% / student	7275 8.0% / student	NA	NA
Theft	0	1 (.08%)	3 (.26%)	4 (.39%)	3 (.33%)	1 (.11%)	3 (.31%)	NA

\* = Incidences    \*\* = Number of students involved    NA = Data Not Available (*Data as of April 1, 2004*)

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**IV REVIEW OF CURRENT YEAR (2003-2004)**

**3. Respectful Community (continued)**

<b><i>Goal Statement C: Encourage teachers to seek student input</i></b>
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<p><b>Action Step</b> Increase the number of teachers who use written student feedback to improve teaching and learning in their classrooms.</p>
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<p><b>Evaluation/Status</b> A survey of 99 teachers was conducted during April 2004. Sixty teachers responded and of these, 55 teachers indicated that they seek written feedback from students while 5 indicated that they do not plan to request written student feedback. The 2004 survey results reflect a slight decrease over last year's survey results.</p>
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<p>Dr. Gutekanst interviewed first year teachers to learn how many requested written student feedback from their students. All had asked for written student comments and suggestions about the classroom experience. The School Council is pleased that there is a culture of teachers seeking input and feedback from students about their learning experience in the classroom. We believe this helps to strengthen the positive sense of community and accountability that exists at SHS.</p>
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<p>Some teachers indicated that they would prefer to use a more streamlined form than the one presently in use. The council continues to be interested in working with teachers to receive useful and constructive student feedback to improve learning.</p>
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**IV REVIEW OF CURRENT YEAR (2003-2004)**

**4. School Space**

<b>Goal Statement A: Ensure emergency planning promotes student and school safety</b>
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<b>Action Step</b> Develop a school crisis manual.
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<b>Evaluation/Status</b> The School Crisis Manual has been completed and will be distributed to key members of the school community. The manual will serve as an important resource for the high school administration, central office, police, fire, and other emergency personnel, including the school's Medical Emergency Teams (MET).
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<b>Action Step</b> Implement security precautions and measures throughout the school campus to promote safety during school days, nights, and weekends.
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<b>Evaluation/Status</b> The school safely conducted several fire drills and one lockdown drill this year. In each case, the high school's Medical Emergency Teams (MET) and the high school administration worked together to monitor compliance and act as observers. As a result of our drills, several refinements in escape routes and evacuation procedures were suggested. The lockdown drill was held in collaboration with the police department. We learned that the most important issue in such an emergency was the dissemination of clear and direct communication.
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A new video system was installed on the exterior of the building to provide perimeter surveillance 24 hours per day. Additionally, three cameras were installed near the three main school entrances in the front of the building, near the gym entrance, and at the east entrance to view persons entering the school before, during, and after school.
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School Resource Officer Ron Benoit continues to provide excellent services to high school students and staff. He works closely with the high school administration and staff to ensure student safety. Officer Benoit organized a drug searching canine team to visit the high school in the winter. Additionally, Officer Benoit continues to make several positive connections with students throughout the day. He has participated in several class meetings and discussions to help students better understand the law and their responsibilities as young adults in the community.
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**Part V PLANS FOR SUBSEQUENT YEAR (2004-2005)**

**1. Curriculum, Instruction and Assessment**

Goal Statement A: Review the NEASC Self-Study report and address recommendations		
Action Step	Sources of Evidence	Facilitator(s)
1.A. Establish the Accreditation Follow-Up Committee and begin addressing the Visiting Team’s recommendations	<ul style="list-style-type: none"><li>• Committee established</li><li>• Draft report completed</li></ul>	Anne Steele Jennifer DiFrancesca
	Timeline	
	2004-06	

Goal Statement B: Promote diverse and challenging learning opportunities for each student.		
Action Step	Sources of Evidence	Facilitator(s)
1.B.1 Continue the Senior Year Study Group’s work to consider the purpose, direction, and focus of the senior year experience at SHS.	<ul style="list-style-type: none"><li>• Report to the community</li><li>• Pilot internship program implemented</li></ul>	Daniel Gutekanst Gracelyn Matson
	Timeline	
	2004-06	
Action Step	Sources of Evidence	Facilitator(s)
1.B.2 Support the continued growth and development of the Senior Exhibition Program.	<ul style="list-style-type: none"><li>• 20 Senior Exhibitions scheduled and presented</li></ul>	Anne Steele Linda Mongiat
	Timeline	
	June, 2005	

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**Part V PLANS FOR SUBSEQUENT YEAR (2004-2005)**

**1. Curriculum, Instruction and Assessment (continued)**

<b>Goal Statement B: Promote diverse and challenging learning opportunities for each student</b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
1.B.3 Review the social studies civics course, <i>By the People</i> , and make appropriate recommendations for adjustment and program development.	<ul style="list-style-type: none"> <li>• Report to the community</li> <li>• Curriculum adjustments implemented</li> <li>• Professional development provided</li> </ul>	Jennifer DiFrancesca
	<b>Timeline</b>	
	2004-06	
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
1.B.4 Implement the new semester schedule and increase opportunities for student learning experiences.	<ul style="list-style-type: none"> <li>• Schedule implemented</li> <li>• New course options provided for students</li> </ul>	Ellen Meyers
	<b>Timeline</b> 2004-05	

<b>Goal Statement C: Assess students according to the stated expectations for learning</b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
1.C.1. Promote the use of the established student expectations for learning and the continued implementation of rubrics to assess student learning and growth.	<ul style="list-style-type: none"> <li>• Refined report card template created</li> <li>• Use of rubrics increased and implemented in all curricular areas</li> </ul>	Ellen Meyers Anne Steele
	<b>Timeline</b>	
	2004-06	

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Part V      PLANS FOR SUBSEQUENT YEAR (2004-2005)

**2. Professional Development**

<b>Goal Statement A: Provide professional development opportunities to stimulate improved instructional practices</b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>2.A.1</b> Provide professional development for teachers in "Writing Across the Curriculum" and the Collins method; provide a refresher in Collins writing for all teachers.	<ul style="list-style-type: none"> <li>• Training held for teachers who have not studied the Collins method</li> <li>• Samples of student writing and student work collected and exhibited from each department</li> </ul>	Daniel Gutekanst
	<b>Timeline</b>	
	2004-2005	
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
<b>2.A.2</b> Provide technology training for teachers to enhance the classroom learning experience for all students and promote the use of laptops and instructional technology at faculty meetings and professional development programs.	<ul style="list-style-type: none"> <li>• Annual survey in technology proficiency</li> <li>• Teacher and student leaders identified to work with staff and students</li> </ul>	Bob Cornacchioli
	<b>Timeline</b>	
	2004-2006	



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Part V PLANS FOR SUBSEQUENT YEAR (2004-2005)

**2. Professional Development (continued)**

<b>Goal Statement A: Provide professional development opportunities to stimulate improved instructional practices</b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
2.A.3 Identify staff and student technology leaders to assist teachers to improve technology use and integration.	<ul style="list-style-type: none"> <li>Teachers identified to assist staff</li> <li>Student leaders identified to work with staff and students</li> </ul>	Bob Cornacchioli
	<b>Timeline</b>	
	2004-2006	
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
2.A.4 Enhance and strengthen the Collegial Partners program.	<ul style="list-style-type: none"> <li>Teachers paired with a partner of his or her choice</li> <li>At least two documented monthly meetings</li> </ul>	Daniel Gutekanst
	<b>Timeline</b>	
	2004-06	
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
2.A.5. Provide time and training for Collegial Partners to review, assess, and better understand student work in an effort to improve teacher assignments and assessments.	<ul style="list-style-type: none"> <li>Training provided at staff meetings</li> <li>Teachers share ideas and information at staff meetings</li> </ul>	Daniel Gutekanst
	<b>Timeline</b>	
	2004-05	

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Part V      PLANS FOR SUBSEQUENT YEAR (2004-2005)

**2. Professional Development (continued)**

<b>Goal Statement B: Strengthen the guidance program and services to students</b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
2.B.1. Review the newly adopted state guidance program curriculum and implement appropriate changes to the program.	<ul style="list-style-type: none"> <li>• State frameworks reviewed and communicated to parents, students, and community</li> <li>• Curriculum guide updated</li> </ul>	Nick DiPilato
	<b>Timeline</b>	
	2004-06	
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
2.B.2. Participate in the district's K-12 Guidance Curriculum Review Team.	<ul style="list-style-type: none"> <li>• Meeting summaries</li> <li>• Program development communicated to staff and community</li> </ul>	Nick DiPilato
	<b>Timeline</b>	
	2004-06	

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Part V      PLANS FOR SUBSEQUENT YEAR (2004-2005)

**2. Professional Development (continued)**

<b><i>Goal Statement C: Promote student work and learning within the school and classroom</i></b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
2.C.1 Revise the student feedback form to facilitate gathering more useful data for teachers.	• New form developed	Dave Nugent
	<b>Timeline</b>	
	2004-05	
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
2.C.2. Provide information and training to teachers about how to use student feedback to adjust teaching.	• Training provided at staff meetings	Dave Nugent Daniel Gutekanst
	<b>Timeline</b>	
	2004-05	

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**Part V PLANS FOR SUBSEQUENT YEAR (2004-2005)**

**3. Respectful Community**

<b>Goal Statement A: Personalize the school experience for each high school student.</b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
3.A.1 Establish the New Entrant Assistant Team (NEAT) to provide new students with support and guidance as they become members of our high school community.	• Program developed and implemented	Kathy Floyd Nick DiPilato
	<b>Timeline</b>	
	2004-05	
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
3.A.2 Establish the Mentor Volunteer Program (MVP) to provide each ninth grader with an upperclassman who will act as a mentor and role model during the first year in high school.	• Program developed and implemented • Each ninth grader assigned a mentor	Kenneth Largess Jennifer Brown Gerald O'Connell
	<b>Timeline</b>	
	2004-05	
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
3.A.3 Implement a viable homeroom program that will support student learning and provide an opportunity for each student to connect with an adult outside of the instructional setting.	• Revised homeroom program established	Ellen Meyers
	<b>Timeline</b>	
	2004-06	

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**Part V      PLANS FOR SUBSEQUENT YEAR (2004-2005)**

**3.      Respectful Community (Continued)**

<b>Goal Statement B: Promote service learning within the community</b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
3.B.1. Increase involvement in service learning opportunities for all students	<ul style="list-style-type: none"> <li>• Each co-curricular activity will have at least one service activity</li> <li>• Each academic department will establish at least one service learning opportunity</li> </ul>	Shrewsbury High School Leadership Team
	<b>Timeline</b>	
	2004-06	

<b>Goal Statement C: Ensure at risk student learning needs are addressed</b>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
3.C.1. Investigate viable alternative school programs for at risk students.	<ul style="list-style-type: none"> <li>• Programs identified</li> <li>• Report to the superintendent</li> </ul>	Kenneth Largess
	<b>Timeline</b>	
	2004-06	

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**Part V      PLANS FOR SUBSEQUENT YEAR (2004-2005)**

**4. School Space**

<i>Goal Statement A: Optimize school space</i>		
<b>Action Step</b>	<b>Sources of Evidence</b>	<b>Facilitator(s)</b>
4.A.1. Ensure classrooms and offices are assigned in a manner that will provide for an appropriate level of building supervision and optimal use of classroom space.	<ul style="list-style-type: none"><li>• Administrative and counseling offices reassigned</li><li>• Math classrooms reassigned</li><li>• Computer and special education classes reassigned</li></ul>	Kenneth Largess
	<b>Timeline</b>	
	2004-05	